



# GENERAL GUIDELINES

## EMAIL AND THE WEB

- Each student should have an active email account for communication and participation in any online activities. Check your email regularly for ENGR100 updates (and other AHC mail).
- By default, your **my.hancockcollege.edu** account will be used for your primary email address. You may wish to set your preferences so that any email is forwarded to your preferred address.
- The course website [www.ah-engr.com/engr100](http://www.ah-engr.com/engr100) has announcements, due dates, solutions, links, etc.
- Some online engineering tools are available at [www.ah-engr.com](http://www.ah-engr.com).

## ATTENDANCE

- ENGR100 is scheduled to meet 15 times for a total of 15 hours. By enrolling in this class, you have contracted with AHC and your instructor to attend lecture, and to study/work at least 2–3 hours outside of class for every lecture hour.
- **Participation in each class and therefore Attendance is MANDATORY.**
  - Participation/Attendance will be noted at the start of each class meeting (mark the roll sheet, participate in activities and discussions, etc.).
  - In-class participation points will be assigned based on in-class activities, etc. You may miss activities without penalty (about 13% of the class meetings). For each activity you miss beyond 2, your total possible score may be reduced by 5%. However, you should not use 2 freebees to “ditch” class...you may actually need them later in the term for a legitimate reason
- If you miss class, it is your responsibility to arrange for other students to turn in your work on time, have notes taken, get announcements, etc. These are only a few of the many reasons why study groups are important.
- You do not need to contact me if you are going to miss class.
- If you have a **dire emergency** (medical, family emergency, etc.) that requires you to **miss more than one class**, please email me (or leave a voicemail) at the email address (phone number) listed above.
- If you decide to drop the course, it is your responsibility to withdraw prior to the deadlines published in the AHC *Schedule of Classes*.

## COURSE CONDUCT

- Class time is to be used for appropriate in-class activities. Other activities are distracting, disruptive, and/or disrespectful. Such activities may cause you to be asked to leave the room.
- **Turn off all cell-phones, etc.,** while in class. Do not disturb the class, else you will be asked to leave. If you are expecting an important call, please put the phone on vibrate or silent mode.
- **Do not text or surf the net in class.**
- Do not read outside materials, do homework (even for this course), etc., during the class period.
- Please display professional attitude and behavior: reliability, respect for and cooperation with colleagues, willingness to work calmly and cordially under difficult conditions, determination to do first-rate work while meeting deadlines, respect for equipment and systems, and appropriate response to constructive criticism.
- Please respect your fellow classmates, guest speakers and instructor. Pay attention to what they have to say. In turn, you should be respected when you wish to speak.
- If you are late, or must leave early, please do so with as little distraction to the class as possible.
- Do not leave trash on tables, in drawers, on the floor, or otherwise dirty the room. You will be penalized if you leave your work area messy.
- Health and Safety Code Regulations prohibit food and drink in the classroom. Please do not eat during class. *Water bottles are OK.*
- AHC Board Policy prohibits children in the classroom.
- Do not run, jump over or crawl under tables, etc.
- AHC Board Policy prohibits auditing. You must be enrolled in the course to attend it.

# HOMWORK AND ASSIGNMENTS

## WORKLOAD

- One in-class hour plus 2–3 hours of studying/homework per week (semester-length class).

## BOOK ASSIGNMENTS

- Read the questions/problems **one week** before they are due (right after class). Some questions ask you to do stuff during the week.
- **Read the assigned pages before doing the homework.**
- **All homework (HW) shall be typed on a computer** on standard 8.5"×11" paper.
- **Staple** the HW in the upper left-hand corner if necessary. While there is usually a stapler in the classroom, it is recommended that you purchase a small stapler to carry with you for this and other courses. The instructor is not responsible for loose sheets. Do not fold the paper.
- Turn in each HW assignment as a separate packet. Do not staple two or more HWs together.
- **Do not email the HW.** Only turn-in hard-copies.
- **DUE DATES**
  - HW assignments and due dates are listed on pages 7–10 of this document.
  - **HW is due at 6:00 pm on the date listed.**
  - HW should be turned in at:
    - my **Homework Drop Box** in **M-208**, or:
    - **in class** as the start of class.
    - in my **mailbox** in Room **M-309** (the Math Dept. office); open 8am–4:30pm Mon.–Thurs. and 8am–4pm Friday;

## LATE WORK

- Late work turned in **within one week of its due date** (by 6:00pm the next Thursday) is subject to an automatic reduction of 25%.
- Late work turned in **within two weeks of its due date** (by 6:00pm the two Thursdays after it is due) is subject to a reduction of 50%.
- **NO WORK may be turned in more than two weeks late.**
- You have two (2) late-HW “passes” (i.e., 2 HWs 1 week late; or 1 HW 2 weeks late).
- **Homework must conform to the standards given on Pages 4 and 5.**
- **Answer the questions seriously.** They are meant to **help you**:
  - think about **your goals**;
  - determine **if you are ready** to take on study in a STEM field;
  - **strengthen you academically and professionally.**

While there is not always a right/wrong answer, incomplete/non-serious answers will be marked down, as will failure to follow formatting and other instructions, obvious spelling errors, unclear responses, etc.

## OTHER ASSIGNMENTS – PROJECTS

- Other Assignments include (1) the **SEP/ www.assist.org** project and (2) a design project.
- Each project is worth 15%. The details of these projects are distributed separately.

## ERRORS IN SCORES

- If a mathematical error in computing your score was made, please submit your homework/exam with a note on a separate piece of paper (attached to the front of the HW), indicating the error, so that I know why I have the assignment. Corrections will be made as soon as possible.
- If you feel a problem/question was graded incorrectly, please submit your paper/exam with a note on a separate piece of paper (attached to the front), justifying why your answer was correct/should be re-graded. The instructor reserves the right to re-grade your entire paper.

## HONOR, TRUST AND INTEGRITY

- **All work submitted by a student is to be his/her own work.** While study groups are recommended and encouraged as a learning tool, your solution must be your own.
- If it is apparent that you have copied any material, turned in work not your own, represent another’s work as your own, are academically dishonest, or you otherwise cheat, you will be subject to receiving a zero on the assignment, if not an “F” in the course, and such activity reported to the administration.
- **Cheating includes, but is not limited to:**
  - **copying another’s work** (e.g., another student’s or person’s work, an online or printed resource, a solution manual, etc.).
  - **allowing others to copy your work.**
- **Do YOUR best. Seek help BEFORE you find yourself tempted to simply copy.**
- Please refer to “Guidelines for Student Conduct,” in the *AHC Catalog*.

# HOMEWORK FORMAT

## GENERAL INSTRUCTIONS

### • Type it. Proof-read it. Use *Spell-Check*.



#### Check your grammar.

- Do your answers make sense? If your answers are confusing or hard to follow, you will not get full credit.
- Spelling errors that *spell-check* would have caught will be marked down significantly.
- While grammar is not graded as harshly as spelling, answers must make sense.

### • Hints and reminders:

- The pronoun “I” is upper case.
- Long sentences (typically greater than 25 words) tend to be confusing. Shorter sentences tend to be clearer and stronger.
- Long responses should be broken up into several paragraphs. If you write a page that is only one paragraph, you may want to think about how your answer is presented.
- Be consistent with singular/plural nouns and past/present/future tenses.
- Use numerical lists when lists are called for. Listing 5, 10, 20, etc., items within the text of a paragraph is hard to follow; use a list.

### • Staple your HW if it is more than one page.

### • Place an extra blank line between each problem so that it is easy to see where one ends and the next begins.

### • DO NOT write just “Yes” or “No” for an answer. DO NOT write only one sentence. Elaborate/explain/support/justify your answers. Answers not deemed “complete” will result in a reduction in your score.

Most, if not all, questions ask not only for an answer, but also ask (directly or indirectly) that you analyze that answer. What does your answer mean/imply? In science and engineering, a measurement or calculation gives you a result, but what does that result mean? That we calculate the force in a steel bar to be 10,000 lb is one thing; determining the *significance* of that value – if that force causes the bar to fail or not – gives the calculation meaning.

- When the book asks for a 200–1,000-word essay (about 10–50 sentences, or one-half to 3 pages), you may give a shorter answer. For example, instead of 3 pages, write 3 solid paragraphs. However, do not cut too much... writing 3 sentences when the question asks for 3 pages is unacceptable. **See the Notes on the assignment sheet under each problem list** for clarifications on many problems.
- **Take this opportunity to think seriously about where you have been, and where you are going – your life, your goals**, etc.
- You may find some questions more personal than others, or may cause you to think more deeply about your personal goals and attitudes. **DO NOT** answer “*This is too personal*”, or otherwise attempt to dodge the question. Your instructor will not judge you. Nor will he publish your response. The instructor may comment/respond to your responses to direct you toward resources or other ways to consider the topic.

## ANSWER SO THE READER DOES NOT NEED TO HAVE THE TEXTBOOK TO KNOW WHAT YOU ARE WRITING ABOUT

### • Assume the reader (grader) does not have the textbook. Write your answers so that anyone who reads them can understand what you are writing about (otherwise your answer cannot be graded. Your HW answers should stand on their own without having to reference the book.

### • Start each response by either:

- (1) quoting the question from the text, or
- (2) writing your answer in such a way that the reader (grader) can figure out what question you are answering without looking at the questions themselves. Let the reader know the context of your answer.

### • If the question is: “4. What is the largest state by area in the United States?” then the first three responses below would be **CORRECT** or **ACCEPTABLE**. The fourth is **INCORRECT** or **UNACCEPTABLE**.

### • **Correct** (question retyped/answer given):

4. What is the largest state by area in the United States?

Alaska.

### • **Correct** (question is restated in response):

4. The largest state by area in the United States is Alaska.

# HOMWORK FORMAT, *continued*

- **Correct** (question is restated in response, with additional explanation/justification):

4. The largest state by area in the United States is Alaska. At over 656,000 square miles, Alaska is over twice as large as Texas.

- **INCORRECT.** The **reader does not know what question is being asked.** The question could be: “What is the northernmost state?” “What state is closest to Russia?” Be clear.

4. Alaska.

- When using tables, do not just insert a table of numbers/answers without explaining what the table means. **Introduce the table with words before it is given in the paper.** For example: write “Academic skill sets and their rankings are given in the following table:” or “Academic skill sets and their rankings are given in Table 1.” Do not just insert the table by itself as the answer. Label and title tables as necessary.

## FORMAT OF HOMEWORK ASSIGNMENT

- Effectively communicating your ideas, often using a required standardized format, is important in your academic and professional life.
- **Failure to follow the format for homework given in *Figure 1* will result in a reduced score. Being able to follow instructions and doing things correctly is vital in academics and the work-place.**
- **Upper Right-hand Corner:**

Name  
Engr 100  
HW#  
Due Date.

This placement in the upper right allows me to effectively sort your homework and record homework scores.

- **Centered at the top of the page:**

### Chapt #: Problem Numbers

**Do not** include the HW # here... this should be the Chapter and the Problems you are answering. The HW # is in the upper right.

- **Include an extra blank line between each problem.** The extra blank line helps the grader see where one response ends, and the next question begins.
- If you type the questions, separate the question and answer with a blank line so it is easy to see where your response starts. Or, better, type the question in **boldface** or *italics*, and the answer in plain text.

Staple

Joe Student  
ENGR100  
HW #1  
2/10/16

Ch. 1: 2, 6, 7, 9, 10

**Prob. 2** Type the question (or write the answer in such a way that the reader knows what question you are answering. Type the answer, and continue until you are finished. ...

**Prob. 6**  
If an answer would be best given as a table, try to make one using the table function in Word. Remove the gridlines if necessary.  
**FYI: part of this syllabus was formatted using tables (see Page 1 and Pages 5 and 6).**


**Prob. 7**

**Upper-Right: (not on left)**  
Name  
ENGR 100  
HW #  
Due Date

**Centered: Chapter #: Problem Numbers**  
followed by a blank line before the first problem.

If typing questions, use a different font style (**bold** or *italics*) for the question, or place a blank line between question and answer.

**Include an extra blank line between each problem** so that it is easy to see where one answer ends and one begins.

**Do not type the just the question (or even “Prob. 7” at the bottom of the page). If the answer starts on the next page, move the question to the next page.**

**Figure 1.** Format of first page of HW assignment. Note the order of information in the upper right-hand corner, and the **Chapt: Problems** information centered at the top. Please include an extra blank line between each problem. **You MUST follow this model.**

# Engr. 100: Calendar and Assignments

Spring 2018 : Thursdays

Reading and Problems from: *Studying Engineering*, 4th Ed. (Landis, 2013)

**READ THE BOOK.** Look at the questions one week BEFORE they are due (especially those with an asterisk\*). Do not start the homework on the day it is due.

Answer *in your own words*, and make sure you answer the entire question (some are multi-part, some continue on the following page). Read the questions carefully so that you answer the correct question.

**Copying** answers from the textbook, from other books, from online sources, or from other students, as well as **letting others copy from you**, are examples of academic dishonesty. Such activities are subject to receiving a zero. **Use your own words** – many of the questions are about YOU!

- **Look at the questions one week BEFORE they are due.** You may need to do some work ahead of time.  
**A good habit: right after class, read the questions due the following week.** This will help keep you on track, and give you a preview of the next topics
- If a web address/link is not working (they change, get broken, etc.), do not stop. Do a web search for the topic.
- If a problem is on the bottom of the page in the textbook, check to make sure it does not continue on the next page.
- **If you are not an engineering major**, you may substitute “Scientist,” “Chemist,” “Biologist,” “Mathematician, etc., for questions that ask about your career path. Adapt as appropriate.

If your major is currently *undecided*, choose the engineering branch that interests you the most.

## Note: When writing answers and definitions

- **PLAN vs. GOAL.** The books sometimes asked you to make a “plan.” Students sometimes get “plan” confused with “goal”. A **plan** is a list of action items that you can do within a reasonable time frame – items that you can “check-off” a list as having done. A **plan** supports your **goal**.

For example, a **plan** is not “I will study more.” “Studying more” is a **goal** – there really is no way to “check it off”.

A **plan** contains things like: “I will study math each Monday from 1-3 pm”; “I will meet with my physics study group every Tuesday at 6 pm”; “I will read Chapter 4 before it is covered in class.”

- **DO NOT just cut-and-paste** from a website, or copy from a dictionary.
- **Use your own vocabulary** to define words – do not just use the words the dictionary uses.
- **DO NOT use the word in its own definition** (or words with the same root). Unfortunately, dictionaries usually do this – because they need to save space. For example, [www.merriam-webster.com](http://www.merriam-webster.com) gives the definition for *intuitive* as:

*intuitive* : known or perceived by *intuition*

This definition essentially uses the word that it is trying to define (and is fairly useless). **DO NOT** do this; it will be marked wrong. If I do not know what *intuitive* means, I likely do not know what *intuition* means.

**READING and PROBLEM Assignments begin on next page.**

# Calendar and Homework Assignments,

Week	Class Date	Reading (to be done <i>BEFORE</i> class)	Homework DUE	
			HW #	Assignment (with notes on some problems – notes <u>do not replace questions</u> , but help explain, clarify, modify or provide details to them).
1	1/25	-	-	None
2	2/1	<p><i>Prologue</i></p> <p><b>pp. 1–7</b> [~8 pages]</p> <p>AND</p> <p><b>Ch 1.1 to 1.3</b></p> <p><b>pp. 8–23</b> [~16 pages]</p> <p><b>Engr. 100 website has a pre-made table in Word to copy and save in your document for Prob. 1.17.</b></p>	<p><b>HW #1</b></p>	<p><b>Ch 1: # 3, 4, 11, 17</b></p> <p><b>Make sure you answer each question so the grader knows what you are writing about without needing the book.</b></p> <p><b># 3: <u>Do not</u> answer just “Yes”/“No”. <u>Explain your answers.</u></b> Use your own major if it is not engineering.</p> <p><b># 4: Use a <u>numbered list</u> to present your goals. Do not forget to <u>introduce</u> the list so the reader knows what the list is about</b> <b>DO NOT</b> write a long paragraph with the goals separated with commas or semicolons; how difficult is that to read? <b>DO NOT just write the list.</b> How does the reader know what the list is about without you introducing it? A possible start is:</p> <p style="padding-left: 40px;"><b>Prob. 4.</b> Twenty goals I would like to accomplish in my life are:</p> <ol style="list-style-type: none"> <li>1. xyz</li> <li>2. abc</li> <li>3. ...</li> </ol> <p><b>#17: <u>Use a table.</u> See the course website for a pre-made table in Word, <u>or</u> create your own. <u>Being able to make tables is valuable in STEM fields.</u></b> Note that <u>the table is only PART of the question...</u> look at the book to ensure you are answering the entire question.</p>
3	2/8	<p><b>Ch 1.4 to 2.3</b></p> <p><b>pp. 23–48</b> [~23 pages]</p> <p><b>Engr. 100 website has a pre-made table in Word to copy and save in your document for Prob. 1.17.</b></p>	<p><b>HW #2</b></p>	<p><b>Ch 1: # 21, 22, 24, 27</b></p> <p><b>#21, 22: See course website for a pre-made table in Word.</b> Again, do not forget to introduce the table so the reader knows what is in it. If you make your own table, think about analysis and presentation (#24 asks you to somehow compare your answers to #21 and #22. Thus, your answers to #21 and #22 should be easy to read and compare).</p> <p><b><i>Hint:</i></b> Since #21 and #22 ask you to rate the <u>same items</u>, would it not be easier to analyze/think about them if their answers were in <u>one table with two columns, one column for each problem</u> (instead of two tables)? Would it not also be easier for someone reading it to look at one table and not two?</p> <p><b>#21: The table continues on next page of textbook – there are <u>16 items</u></b> (“Knowledge of Contemporary Issues” is accidentally listed twice). <b><u>RATE each item on a scale of 0–10.</u></b> Do not “rank” them 1 to 16. For the question on “Overall Grade Point Average”... This is <b><u>not</u></b> the average score of the previous 15 items. Give a rating of 0 to 10 to your GPA (do not perform a calculation to convert GPA from a 4-pt scale to a 10-pt scale. Just rate it “qualitatively” 0–10).</p> <p><b>#24: <u>Explain the method you used to determine which items need your greatest attention and your least attention?</u></b> Type out the 3 items that need your greatest attending, and the 3 that need your least. <b>What is the <u>plan</u> to improve? What are things/activities/tasks to do? Be specific.</b> Do not just list goals, e.g., “I need to study more”. List what <b><u>tasks</u></b> you can do to study more. <b>What <u>tasks</u> can you</b></p>

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Calendar and Homework Assignments, *continued*,

Week	Class Date	Reading (to be done <i>BEFORE</i> class)	Homework DUE	
			HW #	Assignment (with notes on some problems)
4	2/15	Ch 2.4 to 2.8 pp. 48-72 [~25 p]	HW #3	Ch 2: # 3, 6, 9 # 3: <u>Write 3 good paragraphs, minimum</u> – use <u>your own major</u> (e.g., biology, math, physics, etc.) Your three paragraphs should end up being about 1 page.
5	2/22	Ch 2.9 to 2.10 pp. 72–83 Appendix E pp 285–304 [~32 pages]  In Appendix E: <i>skim</i> details of each discipline (field). <b>READ YOUR DISCIPLINE</b>	HW #4	Ch 2: # 11, 16, 24 #11: ~1 page, at least on “Why I want to be an <Your Major>.” Expand on the list of rewards from Sec. 2.4. Add rewards of your own. Why do you want to pursue your degree? #16: Answer <b>minimum wage in the U.S.</b> , not in California (it is currently \$10.50 in California, what is it in the U.S. ...what is <i>Federal</i> minimum wage?). #24: <u>Write 2 good paragraphs in your own words about one of the engineering disciplines (branches).</u> <b>Your audience</b> is NOT just high school students, but “anyone” who does not know about that engineering branch (parents, friends, etc.). <b>DO NOT</b> just copy from the book or cut-and-paste from the internet. Make sure you explain what the discipline is specifically about, why it is important and what systems, technology, etc., are developed by the engineers in this discipline.
6	3/1	Ch 3.1 to 3.8 pp. 89–105 [~17 pages]  <b>Engr. 100 website has a pre-made table in PDF to printout and use for Prob. 3.12.</b>	HW #5	Ch 3: # 3, 6, 12, 13, 14 # 3: <u>Write 2 good paragraphs</u> (not two pages) Also refer to handout on Learning Styles to learn how to compensate for when the teaching style does not match your learning style. <b>ATTACH the PRINT-OUT of YOUR Learning Style results at the back of your homework.</b> #12: The average is your total score divided by 16. Give the average as a decimal with 2 digits after the decimal point; e.g., if you have 3 total points, your average is $3/16 = 0.19$ . Then <b>rate yourself</b> based on the average. Note that “zero” is in the middle of the scale, not at the bottom. <b>ATTACH in the PDF printout from the Engr. 100 website with your answers at the very back of your homework.</b> #13: <u>Type out in a list each of the 6 items (e.g.: I schedule my time, utilizing time and priority management principles.)</u> . Do not just give their item # (e.g., #3); Don’t forget to give the <u>average</u> for the 6 items (e.g., 1.33). #14: <u>Type out</u> the two skills that need work. <b>What is “the plan”?</b> <b>BE SPECIFIC; i.e., what activities/tasks can you do to improve?</b> Do not just list goals, e.g., “I need to study more” is NOT a plan. List what task you can do to study more. Example task: “I will go to the STEM Center for two hours every day after my math class.”
7	3/8	Ch 4.1 to 4.5 pp. 111–130 [~20 pages]	HW #6	Ch 4: # 7, 13, 17, 18 # 7: Report your fastest rate (words per minute) without error. RATE yourself as a keyboarder/typist (e.g., Excellent, Good, Fair, etc.). #13: This question is <u>not</u> about knowledge/technical skills that you learn, nor about professors writing recommendations. The question is about the skills you develop by <u>interacting</u> with your instructors, and how those skills can carry over to the workplace. #18: List <u>at least 3</u> services and their locations to get <u>tutoring</u> help at AHC. Where can you get help with term papers? <b>List each service and the building that it is located in.</b>

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Calendar and Homework Assignments, *continued*,

Week	Class Date	Reading (to be done <i>BEFORE</i> class)	Homework DUE	
			HW #	Assignment (with notes on some problems)
8	3/15	Ch 5.1 to 5.4 pp. 133–157 [~24 pages]  Engr. 100 website has a pre-made table in Word for Prob. 5.5.	HW #7	<b>Ch 5: # 5*, 6, 8</b> # 5: Try the schedule for a week and report. Do not stress if things do not end up being followed perfectly; the schedule is a guide; it is <u>your</u> schedule – you can modify if necessary as the weeks go by. The bottom line is to ensure you get things done as effectively and efficiently as possible. # 6: Be <u>specific</u> on the “things you to do”. You should be able to “check off” the “things to do” within, say, a few weeks’ time. - <u>Bad</u> : “Study”, “Get in Shape”: <u>too general</u> . “Graduate in Biology.”: is <u>too long-term</u> - <u>Good</u> : “Review for Math Quiz”, “Walk 2 miles”, “Work on SEP project.” <u>These items are specific and have time frames. These items can be “checked-off.”</u>  In which quadrant should you be spending most of your time? # 8: 100 hours <u>or</u> “percent of time” (which might be easier to think about). What <u>percent time</u> would you study alone, or in a group? Try #9 on your own. <b>Learn to form effective study groups.</b> Group work is important in STEM careers.
	3/22	<b>SPRING BREAK – NO CLASS</b>		
9	3/29	–	–	<b>Copy of SEP Due</b> Do not turn in the entire project – just your SEP. Keep a copy of the SEP to turn in with the project.
10	4/5	Ch 6.1 to 6.4 pp. 161–184 [24 pages]	HW #8	<b>Ch 6: # 3, 5, 12, 20</b> # 3: “Why did you choose <u>to do</u> the behavior?”, <u>not</u> “why did you choose to write it in the answer?” #20: <b>DO NOT</b> buy any online services. ☺ However, view and print-out the FREE report. Online MBTI personality tests only give an approximate result. Proper tests must be followed up with a trained professional. An alternate, more basic “test” is here: <a href="http://www.personalitypathways.com/type_inventory.html">http://www.personalitypathways.com/type_inventory.html</a> A summary of the 16 types is here: <a href="http://www.capt.org/mbti-assessment/type-descriptions.htm">http://www.capt.org/mbti-assessment/type-descriptions.htm</a>
11	4/12	Ch 6.5 to 6.9 pp. 185–204 [20 pages]	HW #9	<b>Ch 6: # 22, 25, 38*, 39</b> #38: Try block studying – report on result.
12	4/19	–	–	<b>SEP/ASSIST PROJECT DUE</b>
13	4/26	Ch 7.1 to 7.5 pp. 211–241 [~31 pages]	HW #10	<b>Ch 7: # 12, 17, 30</b> Look at Problem #20; consider getting a summer internship or STEM-related job; do not turn in #20. #12: “Class level” is <u>not</u> your score/how it compares to others, but your “grade-level”: freshman, sophomore, etc.  <b>Assignment #10 continued on next page.</b>

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Calendar and Homework Assignments, *continued*,

Week	Class Date	Reading (to be done <i>BEFORE</i> class)	Homework DUE	
			HW #	Assignment (with notes on some problems)
13	4/26	Ch 7.1 to 7.5 pp. 211–241 [~31 pages]	HW #10	<p><b>Ch 7: # 12, 17, 30</b></p> <p>#17: <u>Type out the answers to interview questions in a numbered list.</u> You do not need to type the questions. The <u>14</u> questions are on pg. 228.</p> <p><u>DO NOT</u> type the answers as one paragraph. Would a solid paragraph help you (or me) to review your answers?</p> <p><u>One word answers are not very good answers for interviews.</u> Typically you also want to support/justify/expand on your answer. e.g., “Math” is not a sufficient answer for “What was your favorite course?” Why was math your favorite course?</p> <p>Practice answers on your own (in your head, talk them out). If you want, <b>practice with a friend</b> as implied in Prob. #16.</p> <p><b><u>Two questions that students typically do not understand are:</u></b></p> <p>[1] “...working effectively in teams...”:</p> <ul style="list-style-type: none"> <li>-this Q is looking for <b>examples of teams that you have actually participated in</b>, <u>not</u> “what makes a good team?”</li> <li>-this Q seeks to see how you interact in a team. Saying “we divided the work and we got an A on the project” doesn’t really say much. <b>How was the division of work made? What were the challenges in working in the team? How were the challenges overcome? What did you learn?</b> Employers seek people who can work in teams and who can learn to be better team members.</li> </ul> <p>[2] “...major shortcomings [weakness]...”</p> <ul style="list-style-type: none"> <li>-this Q wants to know if you can identify your weaknesses (are you <i>self-aware</i>), and how you deal with it (why should we hire you if you are not working on/managing you weakness). This Q can often be turned around by the interviewee by making a weakness into an advantage.</li> </ul> <p>#30: <b>Generate at least <u>5</u> good things about AHC and type them out in your answer. Tell them all to at least <u>3</u> people and report what they</b></p>
14	5/3	Ch 8.1 to 8.8 pp. 246–272 [27 pages]	HW #11	<p><b>Ch 8: # 3, 12 + GPA Handout</b></p> <p>#3: A pre-made table in word is available on the course website. Or, if creating your own: <b>type out the <u>words</u> of each ABET criteria (a)-(k)</b> ... listed on pg. 25.</p> <p>Then <u>rank</u> the criteria in <b>your</b> order (1) to 11). <u>Keep the correct letter with each item.</u></p> <p>A good way to organize this answer is to use a table (2 columns by 11 rows, not including the header row). The first column is your rank 1, 2, 3...11, and the second column lists the criteria (with their original letters) in the order you ranked them.</p> <p><b><u>Explain why you ranked your #1 first.</u></b></p> <p>#12: <b>Do GPA Handout first.</b> The handout should help you build skills to solve Prob. #12. You may need to look online or ask others how to calculate GPA. Note: the new GPAs in #12 are <u>not</u> 2.90 and 2.90.</p>
15	5/10			<p><b><i>PUZZLE CUBE Assignment Due</i></b></p> <p><b><i>SEP Returned</i></b></p>
Finals Week	5/17			Final Meeting Period, 2:00–4:00 pm.

*The End.*